



FURMAN

**Early Experience,
Practicum & Block
Courses, Internship
Guide
2018-2019**

*Supplemental handbook to the
2018-19 Guide to Educator Preparation at Furman University*

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Other information may be found on the Department of Education's website:
<http://www2.furman.edu/academics/education/documents-and-resources/Pages/default.aspx>

Overview

Furman University's teacher education program prepares students to become elementary, secondary, foreign language (PK-12), and music (PK-12) educators. The purpose of this handbook is to supplement the *Guide to Educator Preparation at Furman University* with specific information about upper-level field placements including Early Experience (all candidates), Senior Practicum (elementary, secondary, and foreign language candidates), and Teaching Internship (all candidates). Please refer to the *Guide to Educator Preparation at Furman University* to learn about the SC Code of Conduct, Event/Concern reports, Program Assessment Transition points, etc. Additional information is included in course syllabi. Appendix 1 provides a glossary of terms that may be helpful in understanding terms used in this guide.

Partnership with School Districts

Furman partners with local school districts for field and clinical practice experiences. The partners agree that:

- Furman University initiates arrangements (with the appropriate school administrator) for high quality field experiences connected to required courses prior to the Teaching Internship (including foundations and methods courses, the Early Experience that takes place at the start of the academic school year, and Senior Practicum).
- Furman University, in cooperation with the designated school district administrator, approves the assignment of high quality cooperating teachers.
- Furman University and the school district should avail teacher candidates of effective teaching practices.
- The Furman University Teacher Education Program assumes direct responsibility for teacher candidates and shall be notified if there are concerns or issues related to the field experience and Teaching Internship performance of any teacher candidate.
- Furman University will make school administrators and the cooperating teachers aware of explicit expectations for teacher candidates during their field experiences and Teaching Internship.
- The school where a field experience or Teaching Internship placement occurs will assume responsibility for providing information about the school's culture, policies, and procedures, as well as the professional expectations for candidates.

Teacher to Teacher Residency Program or program extended into the fifth year (all candidates except Music certifiers)

The goal of this unique partnership program is the development of competent and confident teachers who are scholars and leaders in the profession. To meet this objective, Furman University has entered into formal partnerships with local school districts to provide elementary, secondary, and foreign language teacher candidates with the highest quality of available placements, the maximum level of mentorship and support, and the extended residency program model. The partnerships illustrate enthusiastic collaboration among all participants, including the candidates.

The unique structure of the Teacher to Teacher Residency Program assures multiple levels of support and supervision for candidates. Candidates are guided by a university supervisor and a district mentor who serve as liaisons with district personnel, school administrators, cooperating teachers, and mentors, establishing important connections among the district,

school, and Furman University. Additionally, university supervision ensures guidance on translating theory into practice, while district mentorship ensures additional hands-on weekly support in planning, instruction, learning environment, and professionalism.

Candidates do not have to officially apply to the Teacher to Teacher Residency Program. All elementary, secondary, and foreign language candidates who have been admitted to the Teacher Education Residency Program and who meet transition point requirements are eligible to participate in the Teacher to Teacher Residency Program. Additional information on the Teacher to Teacher Residency Program can be found in the *Guide to Educator Preparation at Furman University*.

Music candidates complete a traditional student teaching internship with mentoring from a university supervisor and cooperating teachers and support from school administrators.

The Coordinator of the Teacher to Teacher Residency Program coordinates the school-based experiences throughout the senior and induction years. For purposes of Early Experience, the Coordinator's responsibilities are the same as those of the university supervisors. Additionally, the Coordinator serves as a liaison to partnerships between Furman University and the school districts participating in the Teacher to Teacher Residency Program and meets with district personnel, principals, cooperating teachers, and candidates regularly. The Coordinator of Assessment and Accreditation conducts regular evaluations and assists with accreditation standards, standards training and programming with district personnel, principals, cooperating teachers, and teacher candidates.

Cooperating Teachers

An essential participant in virtually all of the Teacher Education Program's upper-level field placements is the cooperating teacher. District mentors, instead of cooperating teachers, work with candidates who complete their teaching internship as the teacher of record during the fifth year of study. Research has long substantiated that the most important factor in the development of confident and competent educators is the model of teaching and professionalism demonstrated by the cooperating teacher. More than any other person, the cooperating teacher affects the attitude, the work habits, and the teaching style of prospective educators. Teachers selected for this important responsibility should demonstrate exemplary professional qualifications and dispositions. The Memorandum of Understanding with partner school districts outlines the qualifications of cooperating teachers that may be selected to work with Furman candidates during Early Experience, Senior Practicum, and Clinical Practice. All cooperating teachers are trained by Furman University so they understand assignments, evaluation forms, and use of scoring rubrics.

Professional Qualifications

Cooperating teachers should have

- a professional teaching license
- a minimum of three years of successful teaching experience in the field(s) of licensure
- completed Expanded ADEPT South Carolina Teaching Standards (SCTS 4.0) training conducted by the state, School District, or Furman University prior to the Senior Practicum or Teaching Internship
- a demonstrated impact on student academic growth

- recommendation by the principal for assuming the added responsibility of mentoring a teacher candidate
- willingness to participate in the Early Experience, Senior Practicum or Teaching Internship and acceptance of the supervision and guidance of a teacher candidate
- demonstration of good mental and physical health practices, enthusiasm, and self-confidence sufficient to enable her/him to assume the added responsibility of mentoring a teacher candidate
- willingness to treat the teacher candidate with fairness and respect
- ability to recognize the teacher candidate as a developing professional who will need support and guidance
- demonstrated application of the belief that all children can learn
- demonstration of open-mindedness and the willingness to listen
- willingness to share ideas, materials, and student data, as appropriate, with the teacher candidate
- ability to communicate effectively and articulate his/her expectations for the teacher candidate
- understanding and practice of effective principles of teaching, learning, and classroom management
- understanding and demonstration of appropriate use of technology, digital environments, tools and resources for teaching and learning
- willingness to share the candidate's strengths and weaknesses with the university supervisor
- ability to critique the teacher candidate's knowledge, skills, and dispositions, and provide useful comments (oral and written) on the teacher candidate's performance, including midterm and final evaluations, weekly evaluations, and formal lesson evaluations

District Mentors

District mentors are master teachers assigned to Furman Teacher to Teacher Residency Program induction teachers or, as stated earlier, candidates who complete their teaching internship as teachers of record during the fifth year of study. District mentors are provided release time and compensated by the school district in which the induction teacher is employed. These mentors provide critical guidance and advice to the induction teacher on pedagogical strategies and professional duties/responsibilities. District mentors, as school district employees, provide district personnel officials with feedback concerning the induction teacher's performance throughout the first year of teaching; as such, they provide the district with information that can be used to determine whether to renew the induction teacher's contract. They collaborate closely with university supervisors and school administrators on monitoring and assessing the induction teacher's professional growth and development. Although they participate in the two ADEPT/SCTS evaluations that take place during the Teaching Internship, the induction teacher's grade for the Teaching Internship is determined by the university supervisor. District mentors must possess the same skills and dispositions required of cooperating teachers as well as university supervisors. Additionally, they must be authorized to participate in the Teacher to Teacher Residency Program by an appropriate official in a partner school district.

Professional Qualifications

District mentors should/will:

- have content expertise in the area of their candidate's subject matter;
- possess relevant P-12 teaching experience in the candidate's subject matter and grade level;
- be a master teacher identified by the school district to mentor one or more candidates;
- have successful experience in mentoring candidates or willingness to be coached by an experienced member of the Education Department to mentor candidates;
- complete Furman training on teacher education evaluation requirements and be able to assess candidate knowledge, skills and dispositions;
- participate in regularly scheduled TEAM (Teacher, Encourager, Advisor, Mentor) meetings;
- pass the SCTS 4.0 credentials test following Expanded ADEPT SCTS 4.0 rubric district training;
- understand Furman Teacher Education Program's vision, mission and model dispositions articulated by the vision and mission;
- have the ability to communicate and collaborate directly, effectively, and regularly with the candidate and university supervisor; visit and observe regularly and evaluate in a timely manner following Furman's guidelines;
- demonstrate open-mindedness and willingness to listen;
- understand effective principles of teaching, learning, and classroom management;
- understand and demonstrate appropriate use of technology, digital environments, tool and resources for teaching and learning;
- have the ability to critique the teacher candidate's knowledge, skills, and dispositions and provide constructive feedback; and
- support developmentally appropriate research-based instructional practices.

University Supervisors

University supervisors serve as links between the cooperating teachers, district mentors, school and district officials, and the university. They are involved in the orientation, supervision, and evaluation of candidates during all upper-level school placements. All supervisors are trained by Furman University to communicate and discuss assignments and use evaluation forms and scoring rubrics. They meet regularly to assist in the design of the experiences required of candidates and to plan ways in which they will support the growth and development of candidates. University supervisors are expected to

- become acquainted with the educational programs and personnel of the placement schools;
- prepare candidates for their placements and assist in the orientations for the candidates and cooperating teachers;
- help the cooperating teacher and/or district mentor and the candidate to develop a cooperative relationship;
- serve as resource persons for the cooperating teacher, district mentor, and the candidate; and
- visit and observe/evaluate the candidate during
 - Early Experience (minimum of two visits, if possible, with one involving observation/evaluation of a mini-lesson, if possible);
 - Senior Block/Practicum (weekly visits, if possible, with an Expanded ADEPT/SCTS

formal lesson observations and an Expanded ADEPT/SCTS midterm and final and Dispositions Assessment evaluation; and

- Teaching Internship (minimum of six visits, but weekly visits recommended when possible/necessary, with Expanded ADEPT/SCTS formal lesson observations and Expanded ADEPT/SCTS midterm and final and Dispositions Assessment evaluation.

Professional Qualifications

University supervisors should

- demonstrate content expertise in the area of their candidate's subject matter;
- demonstrate relevant P-12 teaching experience in the candidate's subject matter and grade level;
- sufficient time to assume responsibility for supervising one or more candidates;
- possess previous successful experience in supervising candidates **or** have been mentored in supervising candidates by an experienced member of the department;
- complete Furman training on teacher education evaluation requirements, be able to assess candidate knowledge, skills and dispositions, and participate in regularly scheduled TEAM (Teacher, Encourager, Advisor, Mentor) meetings;
- pass the SCTS 4.0 credentials test following Expanded ADEPT SCTS 4.0 rubric training;
- understand Furman Teacher Education Program's vision, mission and model dispositions articulated by the vision and mission;
- have the ability to communicate and collaborate directly, effectively, and regularly with the candidate and cooperating teachers(s); visit and observe regularly and evaluate in a timely manner following Furman's guidelines;
- demonstrate open-mindedness and the willingness to listen;
- understand effective principles of teaching, learning, and classroom management;
- understand and demonstrate appropriate use of technology, digital environments, tool and resources for teaching and learning;
- have the ability to critique the teacher candidate's knowledge, skills, and dispositions and provide useful feedback;
- support developmentally appropriate research-based instructional practices.

Early Experience

All candidates in Furman's Teacher Education Program participate in a site-based interaction with a classroom teacher known as Early Experience. Undergraduate candidates participate in Early Experience when they are rising seniors. Early Experience occurs during the first 1-2 weeks of the PK-12 school year where candidates spend two weeks (full days) for a total of 75 hours in the school. Candidates advance to this stage only when they have met all program transition point requirements found in the *Guide to Educator Preparation at Furman University* and the Education Department web site.

Early Experience provides candidates with an orientation to the community, district, school, and classroom placement. Elementary, secondary, and foreign language candidates will continue at that site for their applied teaching site during the Senior Block/Practicum, and music candidates will use as the site for their Teaching Internship. Early Experience builds on previously developed content knowledge, pedagogical skills, dispositions, and experiences; encourages teacher candidates to apply what they have learned in a reflective manner; involves them in the day-to-day culture of a public school; and prepares them to teach students with diverse abilities, learning styles, experiences, and interests. Candidates are typically referred to

as “co-teachers” during Early Experience.

Teacher candidates will be notified of the appropriate time to report on the first day of Early Experience. Upon arriving at their assigned school, candidates should proceed to the office and ask for instructions on reporting to their cooperating teacher or the principal.

Requirements of Co-Teachers

During Early Experience, candidates (“co-teachers”) are expected to

- act professionally at all times and maintain confidentiality in all information received about students and families;
- work with the cooperating teacher(s) in all instructional and non-instructional areas of responsibility (including specially assigned duties, team and/or faculty meetings, PTA meetings, parent conferences, etc.);
- independently teach one or more mini-lessons, if time and opportunity allow (the specifics are to be determined by the cooperating teacher, who will provide the lesson plans);
- follow all school and district rules and guidelines;
- report promptly to school, meetings, and other functions;
- attend Furman orientations and seminars; and
- turn in all assignments on time.

Other Suggested Activities

Although the experiences of candidates will vary according to the setting, cooperating teacher, grade level, subject areas, and the interests and abilities of the co-teacher, the following are suggested activities that may assist the co-teacher in gaining an understanding of the school and classroom placement, and in developing competence as an educator. *Time permitting*, the co-teacher should

- meet not only the principal, but also the assistant principal, office personnel, other teachers (including special education, related arts, and physical education), media specialist, technology specialist, lunchroom and custodial staff;
- become familiar with the layout of the school building;
- visit the media and technology centers and become familiar with the hardware, software, materials, services, and procedures that could potentially support teaching throughout the year;
- become familiar with district and school policies and procedures, including school codes of conduct and disciplinary referrals;
- learn to use copiers, laminating machine, computers, and other technologies available in the school;
- learn the names of students;
- work with individual students and small groups under the supervision of the cooperating teacher;
- assist with routine tasks such as taking lunch counts and recording attendance;
- ask the cooperating teacher his/her preferred way of communicating with students and families (e.g. electronic newsletters, web-based applications, school and classroom websites, paper communications);
- ask questions about lesson plans, daily routines, classroom organization, student work, classroom technology, instruction and classroom management;
- participate in other activities designated by the cooperating teacher; and

- be inquisitive in a constructive manner

Appendix 2 provides a list of routines and procedures to help organize information during Early Experience.

Attendance

Daily attendance at the placement school is a professional expectation of Early Experience. Candidates must contact the cooperating teacher and university supervisor in case of an emergency that delays or prevents him/her from attending school. Afterschool seminars are scheduled for candidates during Early Experience. Attending all seminars is required unless absences are pre-approved by the university supervisor. Appropriate medical documentation is required in case of illness.

Practicum (all candidates except Music)

Candidates must successfully complete Early Experience and meet the requirements of the program transition point in order to begin the Practicum. During fall term of the senior year, elementary, secondary, and foreign language candidates are enrolled in courses at Furman University; however, they are expected to continue to make weekly visits to one of the classes at their placement school. They may also be required to attend seminars at Furman related to the methods courses that begin during Early Experience and/or the Spring Block.

During the spring term of the senior year, elementary, secondary, and foreign language candidates will return to their placement schools to participate in a full-time field experience known as the Senior Block. All undergraduate students must meet the program transition point requirements to participate in the Senior Block. All post-baccalaureate students must complete all courses required for licensure prior to participating in the Senior Block.

Candidates spend eight weeks (225 hours) in the school, and spend a total of six weeks full days in the school. As co-teachers during the practicum, candidates will gradually assume all of the teaching and administrative responsibilities of the cooperating teacher. These responsibilities require that at least three weeks of the practicum be full-time teaching.

During the Senior Block/Practicum, co-teachers will have one university supervisor who is primarily responsible for support and supervision. Cooperating teachers are strongly encouraged to contact the university supervisor in a timely manner if any problems arise. Typically, the university supervisor will confer with the cooperating teacher during most visits. Additionally, other university faculty and supervisors will visit periodically to evaluate specific aspects of the co-teacher's performance (e.g. teaching dispositions, assessment strategies, integration of technology, classroom management).

Appendix 3 provides a breakdown of teacher candidate, cooperating teacher, and university supervisor responsibilities.

Note: Participating school districts will not honor contracts that might have been previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and university supervisor on the candidate's final evaluation.

Formal Assessments During Practicum

In order to provide the best support for growth and development, cooperating teachers and university supervisors are expected to provide regular written and oral feedback to the co-teachers. A weekly evaluation of the co-teacher, based on ADEPT/SCTS Indicators and Furman Dispositions Assessment (DA), should be submitted by the cooperating teacher to the university supervisor at the end of each week of the Senior Block/Practicum. Feedback should be shared among all participants (cooperating teacher, co-teacher, and university supervisor). If a situation arises, however, when a cooperating teacher or a co-teacher feels a need to talk with a university supervisor first, full confidentiality is exercised between the parties involved.

University supervisors will observe a minimum of three lessons. One of the lessons observed before midterm will include a pre- and post-conference using the ADEPT/SCTS model. A midterm and final, three-way conference -- based on ADEPT/SCTS 4.0 rubric and Dispositions Assessment (DA) scores -- will occur. This evaluation will determine whether a candidate is/is not recommended for an internship/induction placement. The minimum requirements on the final summative evaluation for continuing to Program Transition Point #3 Entry to Internship include the following:

- SCTS minimum scores as indicated on the SCTS 4.0 rubric evaluation form are required.
- Dispositions Assessment scores of “*Approaching/Developing*” or “*Accomplished/Target*” are required. Any scores of “*Unsatisfactory/Unacceptable*” may result in an Event/Concern Report and are considered on a case by case basis for continuation to Program Transition Point #3 Entry to Internship.

Evaluations, templates, guides, and other resource documents can be found on the Department of Education web site.

Note: Candidates (all but music) must take the required Praxis content exams no later than January 1 and must take the PLT by March 15 of the year in which they complete the spring block. Passing scores for both content exams and the PLT must be on record to enter the Internship.

Attendance

Candidates must successfully complete the Senior Block/Practicum in order to be endorsed for a fall-only internship or induction year position. Candidates must contact the cooperating teacher and university supervisor in case of an emergency that delays or prevents them from attending their placement school. Failure to contact appropriate school and university supervisors may result in a lower grade in the internship. *Candidates who miss more than two consecutive days at the placement school without notifying the cooperating teacher and university supervisor risk failing the practicum course that constitutes part of the Senior Block/Practicum.* Afterschool seminars are scheduled for candidates during the Senior/Block Practicum. Attending all seminars is required unless absences are pre-approved by the university supervisor. Appropriate medical documentation is required in cases of illness. All assignments during the Senior Block/Practicum must be turned in on time. Additional information is provided in the syllabus and at orientation and seminar sessions.

Scheduling Outside Commitments

Candidates are not permitted to take additional courses during the Senior Block/Practicum, and are advised to limit their involvement in extra-curricular activities during this period. For this reason, candidates should make every effort to complete Furman's Cultural Life Program (CLP) prior to the Senior Block/Practicum. They should consult with their university supervisors regarding participation in activities that could interfere with or jeopardize their performance in the Senior Block/Practicum.

Candidates preparing to teach Spanish and/or French must participate in an official ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI) prior to recommendation for licensure. The first attempt must be taken no later than January 15 of the senior year. Should the candidate not reach the "Advanced Low" rating as described in the ACTFL Proficiency Guidelines, Furman's Modern Languages & Literatures Department will set up opportunities to assist the candidate to improve his/her language skills. The candidate will need to repeat OPI at the completion of the remediation.

Secondary certifiers may complete the EDU-472 (Practicum: Secondary Teaching) in either a middle school or high school setting. However, in order to be recommended for grades 9-12 licensure, secondary certifiers must complete EDEP-670 (Teaching Internship) in a secondary school (grades 9-12).

Possible Challenges for Co-Teachers and Induction Teachers

Novice teachers, even those working in a cooperating teacher's classroom, can face a variety of challenges. Cooperating teachers, district mentors, and university supervisors should keep the following points in mind when working with co-teachers and/or induction teachers:

- **ANXIETY.** It is a new situation and the co-teacher may not know exactly what to expect or where they will fit into the scheme of things. Please explain everything in detail. Do not assume that the co-teacher will know all that you know.
- **TIME MANAGEMENT.** Co-teachers and even induction teachers do not always have a clear sense of how much time it will take to carry out a lesson or a single procedure. Please give guidelines and suggestions about lesson length and how to gauge time limits while teaching. Help the co-teacher become aware of student needs during a lesson. They may become so caught up in covering the lesson that they forget to notice that the students are no longer engaged.
- **TRANSITIONING.** Tips on how to transition smoothly between lesson activities will be helpful so that class discipline does not become overwhelming for either the co-teacher or the induction teacher.
- **GIVING INSTRUCTIONS.** Help your co-teacher give detailed, step-by-step instructions to students. Also help them know when to give instructions.
- **AWARENESS OF THE WHOLE CLASS.** Co-teachers and induction teachers may need help in recognizing that they are calling on just a few students or that just a few are involved in the lesson. Help them to teach students, not just lessons.
- **DISCIPLINE.** Co-teachers are often challenged by individual student behavior or whole-class inattentiveness. They often fear alienating students or making students dislike them, and so they do not take an assertive role in the classroom. Help them to develop confidence in their own authority, and to follow your procedures for discipline.

Appendix 3 provides a summary of practicum co-teacher, university supervisor, and cooperating teacher responsibilities.

Teaching Internship

Options

Candidates advance to the Teaching Internship only after they meet all program transition point requirements, including resolution of any pending Event/Concern Report. Candidates are not permitted to contact schools to arrange their own internships. Additionally, internships are not permitted at a high school attended by the candidate or in any school in which there is a family member employed. The internships are divided into the following categories:

- *Music candidates* complete their Teaching Internship with one cooperating teacher, or two if in a dual placement, during the spring term of the senior year for a total of 525 hours, with a minimum of 14 weeks of full days spent in the classroom and three weeks full-time teaching.
- *Elementary, secondary, and foreign language candidates* **recommended for an induction year position** are eligible to apply/receive (but not guaranteed to receive) a teaching contract. Pending vacancies and funding, induction teaching contracts may be offered to candidates who receive passing scores on Praxis content exams and have Furman and school district approval. Once a candidate is offered a teaching certificate, they are granted a one-year Internship Certificate from the South Carolina Department of Education. Upon successful completion of the Teaching Internship (typically at the end of the 4th/5th month of the induction year) and all other Teacher Education program requirements are met, the induction teacher receives Furman's endorsement for a South Carolina Initial Teaching Certificate.

Candidates who satisfactorily complete all Senior Block courses (including the Practicum), and who are eligible to enroll in the Teaching Internship (EDEP-670), may gain provisional graduate admittance for study in summer session prior to the completion of the teaching internship. Successful completion of all Senior Block courses is required before students are allowed to enroll in graduate level courses.

Candidates in induction positions completing the internship as teacher of record teach full time. The minimum requirement for licensure is 525 hours in the classroom (full-time teaching for a minimum of 14 weeks).

- *Elementary, secondary, and foreign language candidates* who complete a **fall-only teaching internship rather than an induction year contract** are assigned to a cooperating teacher during the fall term after graduation from Furman. The internship is offered only in the fall term in order to
 - enable candidates to enhance knowledge, skills, and dispositions learned during the spring practicum and prior field experience;
 - collaborate with peers and facilitate collegial dialogue among peers and university supervisors participating in seminars held throughout the semester;
 - facilitate coordination between partner school districts and Furman University so that staff and resources can be used effectively and efficiently;

- reduce student expenses; and make students eligible for licensure, and potentially employment, earlier in the fifth year of study.

Internship candidates are required to spend 525 hours in the classroom, a minimum of 14 weeks of full days and eight weeks full-time teaching.

Once candidates have enrolled in EDEP-670 (Teaching Internship) as a fall-only internship, only those who have been recommended for an induction year position may apply for and accept a full-time teaching position with a partner school district during the fall semester. Candidates should be aware that State Board of Education regulations require that an educator be under contract and employed full time for 152 days of a 190 days school year (.8 FTE) in order to receive experience credit for a full year.

For more information on the Teacher to Teacher Residency Program and fall-only internship and induction year internships and positions, please reference the *Guide to Educator Preparation at Furman University under the Student Teaching Internships Options heading*.

Teacher Intern Responsibilities

Among other duties and responsibilities, teacher candidates (co-teachers and induction teachers) will

- assess the instructional needs of students and implement long-range units and daily lesson plans that are appropriate for diverse learners and students of different ability levels within the classroom;
- plan and create classroom environments (both physical and social) that facilitate learning and promote cooperation, respect for all students, and responsibility for learning;
- design short-range instructional units that are sequenced logically; are appropriate for the age and abilities of students; set high expectations for learners; and present a variety of intellectual, social, and cultural perspectives;
- implement a variety of instructional procedures that are logical and responsive to individual differences;
- plan, develop, and use a variety of appropriate assessment procedures to improve instruction for all learners and create in students a sense of responsibility for their own participation and performance;
- observe and develop strategies for communicating with families and for incorporating parents (and the community) into the educational program;
- develop strategies for managing student behavior, facilitating classroom routines and transitions, and monitoring student learning;
- become involved in the total school program; demonstrate effective interpersonal and team relations; work with teachers, administrators, school staff, and other school officials; examine personal strengths and areas for improvement;
- review and analyze professional development plans and outline ways in which personal teaching skills may be enhanced;
- demonstrate effective oral and written communication skills; and
- analyze, evaluate, and reflect on teaching practices and experiences in order to improve teaching and further clarify philosophical beliefs about teaching, learning, and effective classroom management.

Attendance

Candidates must successfully complete the Teaching Internship in order to be endorsed for licensure by the Teacher Education Program. Daily attendance at the placement school is a professional expectation of the internship. Induction-year candidates must contact the relevant school official (usually the principal or assistant principal), the district mentor, and the university supervisor in case of an emergency that delays or prevents him/her from attending school. Music and fall-only candidates must contact the cooperating teacher and the university supervisor. Failure to contact appropriate school and university supervisors may result in a lower grade in the internship. Ongoing communication is crucial and required in the event that candidates have to miss more than two consecutive days.

Any candidate who misses more than two consecutive days at the placement school without notifying a university supervisor can be subject to failure in the Internship. Candidates will be dropped from the internship if absent for five or more school days. A grade of “F” will be recorded unless the absences are due to providential reasons, in which case a grade of “W” may be assigned after consultation with the Director of Teacher Education and the Director of Graduate Studies (if the candidate is a graduate student). Appropriate medical documentation is required in cases of illness. Furthermore, afterschool seminars are usually scheduled for candidates during the Internship. Attending all seminars and timely completion of all assignments are requirements unless absences are pre-approved by the university supervisor.

Scheduling and Outside Commitments

Candidates are not permitted to take additional courses during the Teaching Internship (except induction teachers, who take coursework during their internship). Candidates are also advised to limit their involvement in extra-curricular activities during the Internship. For this reason, they should consult with their university supervisors regarding participation in activities that could interfere with or jeopardize their performance in the Internship. Note: Music candidates should make every effort to complete their CLP requirements prior to the Internship.

Formal Assessments During the Teaching Internship

A Summary of Internship Responsibilities is provided in Table 2. Candidates successfully complete the Teaching Internship only when they have met all program requirements for the last program transition point, including resolution of any pending Event/Concern Report. Co-teachers/induction teachers are formally assessed at several different points during the Teaching Internship. An overview of these assessments is provided below. All assessments are linked to the South Carolina ADEPT/SCTS 4.0 standards rubric, and Furman’s Dispositions Assessment (DA) and Candidate Use of Technology for Learning assessment rubric.

A midterm evaluation is completed. At this midpoint, any SCTS 4.0 domain scores less than the minimum required for program completion/licensure recommendation or dispositional concerns may lead to a candidate Event/Concern Report. Successful completion of the Teaching Internship includes, but is not limited to, satisfactory performance on the SCTS 4.0 rubric, and the DA and Candidate Use of Technology rubric. A candidate receiving a final internship grade below a C- will not receive a recommendation for a South

Carolina teaching license. Also, the minimum requirements on the final summative evaluation for program completion and licensure recommendation include the following:

- SCTS minimum scores as indicated on the SCTS 4.0 rubric evaluation form are required.
- Dispositions Assessment scores of “Approaching/Developing” or “Accomplished/Target” are required.
- Candidate Use of Technology rubric scores of “Emerging/Developing” or “Accomplished” are required. (All but Music candidates.)

Note: For program completion/licensure recommendation an earned grade of C or above is required. Regardless of grades recorded/earned throughout the semester, if a candidate does not meet the minimum score required to pass each ADEPT/SCTS 4.0 domain by the time of the final summative conference, he/she will not be recommended for licensure.

Other Individuals Who Support the Teaching Internship

The principal creates a supportive climate focusing on student learning that integrates the co-teacher/induction teacher into the school culture. Most principals have developed a procedure that insures the appropriate assimilation of the co-teacher/induction teacher. This may include introducing him/her to school personnel; defining the responsibilities of the principal and other building administrators and specialists; and explaining the philosophy and plans of the school, including procedures that need to be followed.

In the event of unacceptable performance of the co-teacher/induction teacher, the university recognizes the principal’s prerogative to notify the Teacher to Teacher Coordinator and the Director of Teacher Education. Superintendents also recognize the importance of preparing competent and confident teachers who are scholars and leaders in the profession. They are responsible for establishing policies related to school-based experiences during the senior year and the Teaching Internship; for acting as a liaison among the partner schools, Furman University, their respective Boards of Trustees, and the community; and for monitoring the effectiveness of Furman co-teachers/induction teachers in their respective districts.

Appendix 4 provides a summary of internship responsibilities. Appendices 5, 6 and 7 provided additional procedures for fall only and music spring teaching internships.

Appendix 1: Glossary of Terms

Candidate:	A Furman student who is seeking licensure. The candidate is called a “co-teacher” during Early Experience and the Senior Practicum. During the Clinical Practice (Teaching Internship), the candidate is called a “co- teacher” if he/she is placed in the classroom of a cooperating teacher, or an “induction teacher” if the candidate is completing an internship concurrently with the first year of teaching under the auspices of Furman’s Teacher to Teacher Residency Program.
Co-teacher:	Furman candidate participating in the Early Experience and Senior Practicum (see “candidate” above).
Internship:	Teaching Internship (formerly “student teaching”). This occurs during the spring term of the senior year for music candidates and during the fall term of the fifth year for all other candidates.
Cooperating Teacher:	PK-12 teacher in whose classroom a Furman candidate has been placed for a field experience, Early Experience, Practicum, or the Teaching Internship.
District Mentor:	School district master teacher mentoring a first-year teacher participating in Furman’s Teacher to Teacher Residency Program.
Early Experience:	Period of 1-2 weeks prior to the fall term of the candidate’s senior year during which he/she assumes certain responsibilities in a PK-12 classroom.
Fall-only Internship:	A candidate who completes the Internship in a Cooperating Teacher’s classroom during the Fall term after graduation.
Induction Teacher:	A candidate who has been hired by a partner school district as a first-year teacher under the auspices of Furman’s Teacher to Teacher Residency Program. The candidate completes his/her teaching internship as the teacher or record under the guidance of a district mentor and university supervisor in the fall term of the induction year.
Senior Block/Practicum:	An extended field experience that occurs during the spring term of the senior year. During this experience, candidates assume the teaching responsibilities in a cooperating teacher’s classroom. This is not the same as, or equivalent to, the Teaching Internship. Rather, it serves as an opportunity for candidates to demonstrate their readiness to proceed to the Teaching Internship, either as an induction teacher or as the co-teacher in the classroom of a cooperating teacher.
Teacher to Teacher	

Residency Program:

Sometimes referred as “program extended into the fifth year”, this is an innovative component of Furman University’s Teacher Education Program. Approved by the State Department of Education, it involves a partnership with local school districts. All elementary, secondary, and foreign language candidates are eligible to participate if they meet ongoing criteria. Teacher to Teacher Residency Program participants may become induction teachers (pending vacancies, funding, passing scores on Praxis content exams, satisfactory demonstration of knowledge, skills, and dispositions, and Furman/school district approval), typically at the start of the PK-12 academic year following their graduation from Furman. Thus, instead of completing their Teaching Internship with a cooperating teacher, candidates in the Teacher to Teacher Residency Program complete their Teaching Internship during the fall term of their first year of teaching. Until successful completion of the internship (which usually occurs in early December), candidates are compensated at approximately 75 percent of the salary of fully-certified first-year teachers. Candidates who are unable to enter or continue in the Teacher to Teacher Residency Program can complete the Teaching Internship with a cooperating teacher during the fall term after graduation, and do not receive compensation.

University Supervisor:

Furman faculty member assessing a candidate’s performance in a PK-12 setting.

Appendix 2: Routines and Procedures During Early Experience

Some may not apply to your classroom.	
Lesson Plans	
How is planning conducted? (team, individual, by subject, etc.) When?	
How do the plans indicate relationship to the SC Curriculum Standards? To your professional organization standards (by content area)?	
What is the lesson plan format required by the principal? When are they due? Attach an example.	
Where are resources housed to support the implementation of plans?	
Daily Routines	
What are students expected to do when they first arrive in the classroom?	
How is attendance taken? What is done if a student is late?	
Lunch count/choices?	
What are the procedures for students sharpening pencils, retrieving materials, throwing away papers, going to the restroom, getting water/snacks, etc.?	
What are the end-of-the-class/day routines?	
How much time (average) is spent daily on non- instructional routines/tasks?	
Classroom Organization	
Include a sketch of the classroom arrangement.	
Is the teacher able to see all students at all times?	
Does the furniture and size of the classroom allow for flexibility of arrangement? (i.e. individual quiet spaces, small group activities, whole group instruction, interest centers, etc.)	
What are the expectations/procedures for keeping the room organized and needed materials readily available?	
How is wall space utilized? Does it support instruction and learning?	
Student Assignments	
Where are daily assignments posted? Are all students able to see and understand the postings? Are they required to write down assignments/homework? If so, in a designated notebook?	
Where/how do students turn in assignments?	
How are assignments returned to students? Are <i>all</i> returned with constructive feedback? Some? How does the teacher make this determination?	
Are students permitted to re-do or correct work? What types of assessments and grading are used? Note different methods, and include an example of rubrics used	
How many grades per subject are recorded each week? What are they? (tests, homework, in class work, etc.)	
How often do parents see products of student learning? How is this done?	
If a student misses assignments due to absence, how is this handled?	
Management Procedures	
What are the expectations of student behavior during whole group instruction? Small group? Individual seatwork or testing?	
What are the expectations of student behavior in the halls, cafeteria, playground, assemblies, etc.?	

Beyond Routines and Procedures During Early Experience

What happens if there is an accident in or outside of the classroom?	
How does the teacher address disruptive behavior?	
What does the teacher do for early finishers? Late finishers?	
Is there a specific management plan in use? If so, please describe.	
How often is parent contact made? How is this done? (phone, note, newsletter, etc.)	
Classroom Technology	
How many computers are available for student use?	
What are the procedures for student use?	
What operating system is used?	
What student software is available? Who determines the software use?	
Who do you contact when there are problems?	
Is the use of classroom computers part of the daily or weekly routine?	
How does the teacher begin and end lessons?	
What does the teacher do to engage students in learning? To focus and maintain that engagement?	
Describe how the teacher paces lessons.	
What does the teacher do to structure lessons?	
Give examples of ways the teacher differentiates instruction and assessment to meet the interests/learning preferences of all students.	
What are the varied instructional strategies employed? (direct instruction, hands-on, cooperative learning, problem-based, inquiry, project based, etc.)	
How does the teacher relate new learning to student experiences and previously learned material? How frequently?	
How and when does the teacher incorporate technology and other audio-visuals?	
How does the teacher relate with students?	
How do students relate with the teacher? With you?	
What strategies does the teacher use to motivate and encourage students?	
How would you describe the classroom "atmosphere"?	

Appendix 3 Practicum: Co-Teacher, University Supervisor, and Cooperating Teacher Responsibilities

Note: This chart may slightly change prior to the spring practicum and will be posted on the Departmental website.

<u>Teacher Candidate Responsibilities</u>	<u>Cooperating Teacher Responsibilities</u>	<u>University Supervisor Responsibilities</u>
<p>Throughout: Reflection: Please complete reflections throughout the term as noted in the syllabus. These should be completed on LiveText and sent to your university supervisor, Teacher to Teacher Program coordinator, and all block instructors. Conference Form: Please participate in the creation of the <u>Midterm and Final Summative Evaluation</u> form. The university supervisor will send and ask for feedback and additional evidence from the teacher candidate throughout the experience. Lesson Plan: For all lessons taught it is required that the candidate prepare complete lesson plans and have them ready for observations in a three-ring binder in chronological order. *Refer to <u>Lesson Plan Expectations</u> and <u>Lesson Template</u> handout for specifics.</p>	<p>Throughout: Weekly evaluation: Please complete a weekly evaluation beginning the first full week that the candidate is in schools and ending the last full week of their full-time teaching using the <u>Weekly Cooperating Teacher Evaluation</u> form. Please send to both the university supervisor and the candidate at the end of each week. Please date and provide evidence for the standards the candidate has demonstrated for that particular week. Continue to add evidence each week to the same document so that throughout the experience it will show where the candidate is strong and what areas the candidate needs improvement.</p>	<p>Throughout: Formative Observation: For each observed visit, the university supervisor will provide the candidate with feedback. For at least one observation with a pre- and post-conference the university supervisor will use the <u>Lesson Observation Formative Evaluation & Feedback</u> form. This form will also be used to document and collect evidence for the candidate's <u>Midterm and Final Summative Evaluation</u> Form for other observations. Midterm Conference: The <u>Midterm and Final Summative Evaluation</u> form is to be completed as a work in progress. University supervisors add evidence throughout the spring term. Periodically they will share with the candidate.</p>
<p>First Two Weeks: Observation of Teaching: It is important during the first two weeks of the practicum for the candidate to re-familiarize themselves with the classroom routines and to observe his/her cooperating teacher, gradually taking over teaching responsibilities. Creation of Schedule: The candidate will work with his/her cooperating teacher to create a schedule for their teaching experience, planning out when he/she will teach the unit work sample and the gradual build up to three weeks of full-time teaching.</p>	<p>First Two Weeks: Creation of Schedule: Collaborate with the candidate as they create a schedule for their practicum experience. This experience will include when they will teach their unit work sample and take over full-time teaching. The candidate will need to teach a unit work sample that is a two to three-week unit. We recommend that he/she begin with the unit work sample and gradually build up to full-time teaching.</p>	<p>First Two Weeks: First Visits: University supervisors will conduct protocol visits with both the cooperating teacher and the candidate to explain the course requirements and to review the candidate's schedule. University supervisors will discuss required forms with the cooperating teacher.</p>
<p>Unit Work Sample: This is a 2-3 week integrated unit plan the candidate will create for part of the senior block course work this term. We highly recommend that our candidates teach their unit work sample before Furman's spring break. Please see course syllabi for due dates and specific requirements for this assignment. Build Up to Full-Time Teaching: Begin taking over teaching responsibilities, starting</p>	<p>Formative Observation: Please conduct one announced formative observation of the candidate during their instruction of a planned lesson using the <u>Lesson Observation Formative Evaluation & Feedback</u> evaluation form. Build Up to Candidate's Full-Time Teaching: Gradually release teaching responsibilities to the candidate. We recommend the candidate begin teaching one</p>	<p>Formative Observation on Unit Work Sample: The university supervisor will conduct at least one formative observation of the candidate during the implementation of their unit work sample using the <u>Lesson Observation Formative Evaluation & Feedback</u> form. Pre-Post-Lesson Conference: The university supervisor will use the pre-observation form to conduct the pre-</p>

<p>with the unit work sample subject and gradually building up to the full-time teaching experience. Collaborate with the cooperating teacher on creating a schedule to ensure a minimum of three weeks full-time teaching will be met during the practicum.</p>	<p>subject area and then add as the candidate gains confidence. The candidate will teach his/her planned unit work sample.</p>	<p>observation conference using the <u>Pre-Conference Form for Lesson Observations</u>. Following the pre-observation conference the university supervisor will use the <u>Lesson Observation Formative Evaluation & Feedback</u> form. Following the observation, the university supervisor will use the <u>Post-Conference Form for Lesson Observations</u> to conduct the post observation conference.</p>
<p>3 Weeks of Full-Time Teaching: During this time candidates are expected to have full lesson plans prepared and available for all lessons taught.</p>	<p>Support of Candidate’s 3 Week of Full-Time Teaching: The candidate will begin full-time teaching. It is important that we support him/her during this experience with valuable feedback and with time spent as the instructional leader in the classroom. The more experience he/she receives the more prepared he/she will be during their induction year.</p>	<p>Evidence Collection: The university supervisor will continue to collect evidence for the candidate’s performance on the <u>Midterm and Final Summative Evaluation</u> Form.</p>
<p>Last Two Weeks of Experience Final Conference: During the last two weeks of the candidate’s teaching experience, the university supervisor along with the cooperating teacher and the teacher candidate will participate in a final conference. In this conference, the candidate will use the evidence compiled in the <u>Midterm and Final Summative Evaluation</u> form to discuss how he/she has grown throughout the experience, citing his/her strengths as well as areas of teaching practice that he/she would like to focus future growth. The candidate will receive a consensus <u>Dispositions Assessment</u> rubric evaluation.</p>	<p>Last Two Weeks of Experience Final Conference: During the last two weeks of the candidate’s teaching experience, the university supervisor along with the cooperating teacher will participate in a final conference with the candidate. In this conference, the group will use the evidence compiled in the <u>Midterm and Final Summative Evaluation</u> form to discuss how the candidate has grown throughout the experience, citing the candidate’s strengths as well as areas for improvement. The cooperating teacher will complete a <u>Dispositions Assessment</u> form independently. (The university supervisor will also complete an independent <u>Dispositions Assessment</u> form.)</p>	<p>Last Two Weeks of Experience Final Conference: During the last two weeks of the candidate’s practicum, the university supervisor along with the cooperating teacher and the candidate will participate in a final conference. In this conference, the group will use the evidence compiled in the <u>Midterm and Final Summative Evaluation</u> form to discuss how the candidate has grown throughout the experience, citing the candidate’s strengths as areas for improvement. The university supervisor will complete a <u>Dispositions Assessment</u> rubric form. (The cooperating teacher will also complete an independent <u>Dispositions Assessment</u> form.) A university supervisor and cooperating teacher consensus <u>Dispositions Assessment</u> form will be completed and shared with the candidate.</p>

Appendix 4. Internship: Summary of Internship Responsibility

	Activity	Who	Requirement
1	Protocol Visit	US, DM/CT, Candidate	
2	Weekly Cooperating Teacher Evaluation (fall only candidates)	CT	Complete <i>Weekly Cooperating Teacher Evaluation</i> form beginning TBA
3	US Unannounced Lesson Observation (formative)	US	Complete <i>Lesson Observation Formative Evaluation & Feedback Form</i>
4	US POP Cycle Lesson Observation (formative before midterm)	US	Complete <i>Pre-conference Form, Lesson Observation Formative Evaluation & Feedback Form, and Post-conference Form</i>
5	DM/CT Announced Lesson Observation (formative)	DM/CT	Complete <i>Lesson Observation Formative Evaluation & Feedback Form</i>
6	Candidate Professionalism Self-Assessment	US, Candidate	Candidate completes <i>ADEPT/SCTS Professionalism Self Assessment</i> and brings to the Midterm Conference.
7	Midterm Conference (summative)	US, DM/CT, Candidate	<i>Midterm/Final Evaluation SCTS Form</i> completed by US taking into account his/her & DM/CT lesson observations and other assignments/documents including dispositions completed to date. Conference takes place with candidate. Candidate will write a Midterm Conference reflection within 7 days of conference to provide evidence for any indicators that are found to be "Not Observable."
8	DM/CT POP Cycle Lesson Observation (formative after midterm)	DM/CT	Complete <i>Pre-conference Form, Lesson Observation Formative Evaluation & Feedback Form, and Post-conference Form</i>
9	US Unannounced Lesson Observation (formative)	US	Complete <i>Lesson Observation Formative Evaluation & Feedback Form</i>
10	US Invitation Lesson Observation (formative)	US	Complete <i>Lesson Observation Formative Evaluation & Feedback Form</i>
11	Content knowledge Lesson Observation (formative for secondary candidates only) to be completed before the Final Conference	Arts & Sciences faculty member	Narrative assessment submitted to the US
11	Final Conference (summative)	US, DM/CT, Candidate	<i>Midterm/Final Evaluation SCTS Form</i> completed by US taking into account his/her lesson observations, Professionalism Self-Assessment & other reflections, DM lesson observations and/or CT lesson observations and weekly evaluations, and dispositions. US and DM/CT complete independent Dispositions Assessment (DGA) evaluation and Candidate Use of Technology evaluation, and a consensus evaluation of both. Conference takes place with candidate.

Appendix 5. Fall-only Internship Candidates and Music Internship Candidates Additional Guidelines

After the co-teacher has reported to the school office and, if convenient, has met the principal, he/she will report to the cooperating teacher. If students are already present, the cooperating teacher should introduce the co-teacher to the class, welcoming his or her involvement in the classroom. If possible during this first day, the co-teacher should be introduced to members of the staff in the same professional manner in which other staff members are introduced; given a tour of the school; given general information about the school and community; and given a copy of the class schedule and other relevant information or materials. If possible, the co-teacher should have a special desk or table in the classroom for her or his use.

The following are additional guidelines for the cooperating teacher in orienting his/her co-teacher to the classroom. The cooperating teacher should

- allow the co-teacher to gradually assume all the teaching and administrative responsibilities of that cooperating teacher;
- familiarize the co-teacher with school facilities, resources, and policies regarding the use of materials, equipment, and technology;
- include the co-teacher in faculty and curriculum planning meetings, as appropriate, so that the co-teacher can begin to learn collaboration and leadership skills in the school setting;
- provide the co-teacher with textbooks, teachers' manuals, curriculum standards, and school handbooks, classroom SLOs, and if appropriate, access to student test and other assessment data;
- explain the day-to-day routines and procedures for attendance, lunch count, grades, conduct, cumulative folders, etc.;
- demonstrate how to use a variety of resources to enhance lessons and to supplement texts and manuals including technology, digital resources, and web-based applications;
- explain management and discipline procedures; indicate how a situation will be handled if inappropriate behavior occurs when both you (the cooperating teacher) and the co-teacher are in the classroom;
- share, as appropriate, with co-teacher student information including students with disabilities and special needs and involve co-teacher in meetings about students with disabilities and special needs;
- offer regular and consistent feedback; be very specific in offering praise as well as constructive criticism; some cooperating teachers and co-teachers like to use a notebook for an ongoing conversation of comments and questions;
- be prepared to give step-by-step guidance;
- include, when appropriate, the co-teacher in parent conferences, including IEP conferences, or telephone conversations; guide them to use diplomacy and appropriate communication skills so that parent communication is effective;
- correct the co-teacher's mistakes in private;
- understand that co-teachers are vulnerable and sensitive to approval and acceptance; help them see beyond "How am I doing?" to "How are the students doing?";
- remember to ask the co-teacher for his/her opinion in some matters, and be sure to give them credit when their ideas are used.

Appendix 6: Fall-only Candidates Internship Sequence

Interns (“co-teachers”) are expected to gradually assume the instructional and administrative duties of the cooperating teacher. Although the exact pace and sequence will vary among placements, the following is a suggested timetable for use by the intern and cooperating teacher during the internship.

Sequence	Responsibilities
Weeks 1-2	Intern should: <ul style="list-style-type: none"> • familiarize him/herself with routines and procedures of the school and cooperating teacher; • learn names of students; • identify, in consultation with the cooperating teacher, which classes to teach first.
Week 3	Intern should: <ul style="list-style-type: none"> • begin teaching at least one class; • initially use the cooperating teacher’s instructional and assessment materials unless otherwise determined; • monitor and assess student behavior; • attend department/faculty meetings; • frequently confer/debrief with the cooperating teacher.
Week 4	Intern should: <ul style="list-style-type: none"> • gradually assume all teaching duties of the cooperating teacher; • begin to use his/her own instructional and assessment materials; • monitor and assess student behavior; • begin assuming the administrative duties of the cooperating teacher; • attend department/faculty meetings; • communicate closely with the cooperating teacher in regard to instructional effectiveness.
Weeks 5-12	Intern should: <ul style="list-style-type: none"> • assume all of the teaching and administrative duties of the cooperating teacher; • monitor and assess student behavior; • attend department/faculty meetings; • attend student-parent conferences; • maintain close communication with the cooperating teacher and, as needed, with parents and administrators; • arrange for two content observations by arts and science faculty members (secondary candidates only); • participate in an Internship Midterm Summative Evaluation conference.
Week 13	Interns should: <ul style="list-style-type: none"> • gradually relinquish half of teaching load back to the cooperating teacher; • continue monitoring and assessing student behavior; • continue communication/meeting with parents and administrators as needed; • continue attending department/faculty meetings; • confer with the cooperating teacher about observing in other classrooms.
Week 14	Intern should: <ul style="list-style-type: none"> • gradually relinquish remainder of teaching back to the cooperating teacher; • gradually relinquish administrative duties back to the cooperating teacher; • meet with parents and/or administrators to provide closure as needed; • continue attending department/faculty meetings; • conduct observations in selected classrooms; • confer with the cooperating teacher in regard to any final duties/responsibilities; • participate in an Internship Final Summative Evaluation conference.

Appendix 7: Music Candidates Internship Sequence

(Note: For dual placements, this timetable can be halved for each school. For example, instead of beginning with a two-week phase (Weeks 1-2), interns should complete the tasks in one week.)

Sequence	Responsibilities
Weeks 1-2	<p>The co-teacher should:</p> <ul style="list-style-type: none"> • familiarize him/herself with routines/procedures of the school and cooperating teacher; • learn names of students; • identify, in consultation with the cooperating teacher, which classes to teach first.
Weeks 3	<p>The co-teacher should:</p> <ul style="list-style-type: none"> • begin teaching at least one class; • initially use the cooperating teacher's instructional and assessment materials unless otherwise determined; • monitor and assess student behavior; • attend department/faculty meetings; • frequently confer/debrief with the cooperating teacher.
Weeks 4	<p>The co-teacher should:</p> <ul style="list-style-type: none"> • gradually assume all the teaching duties of the cooperating teacher; • begin to use his/her own instructional and assessment materials; • monitor and assess student behavior; • begin assuming the administrative duties of the cooperating teacher; • attend department/faculty meetings; • communicate closely with the cooperating teacher in regard to instructional effectiveness.
Weeks 5-12	<p>The co-teacher should:</p> <ul style="list-style-type: none"> • assume all of the teaching and administrative duties of the cooperating teacher; • monitor and assess student behavior; • attend department/faculty meetings; • attend student-parent conferences; • maintain close communication with the cooperating teacher and, as needed, with parents and administrators; • participate in an ADEPT/SCTS & Dispositions midterm conference and evaluation.
Weeks 13	<p>The co-teacher should:</p> <ul style="list-style-type: none"> • gradually relinquish half of teaching load back to the cooperating teacher; • continue monitoring and assessing student behavior; • continue communicating/meeting with parents and administrators as needed; • continue attending department/faculty meetings; • confer with the cooperating teacher about observing in other classrooms.
Weeks 14	<p>The co-teacher should:</p> <ul style="list-style-type: none"> • gradually relinquish remainder of teaching back to the cooperating teacher; • gradually relinquish administrative duties back to the cooperating teacher; • meet with parents and/or administrators to provide closure as needed; • continue attending department/faculty meetings; • conduct observations in selected classrooms; • confer with the cooperating teacher in regard to any final duties/responsibilities; <p>participate in a final ADEPT/SCTS, Dispositions, and Use of Technology conference and evaluation.</p>